

UNIVERSITY OF NEVADA LAS VEGAS
SCHOOL OF SOCIAL WORK
SW 795.1003
Capstone Seminar
Summer 2016

Time: Fridays 12:30 p.m.-3:45 p.m.
Class Location: GUA 3126
Office:
Office Hours:
Phone:
WebCampus: <http://webcampus.nevada.edu>
Email:

COURSE DESCRIPTION

SW 795 is the capstone experience of the MSW Program, a seminar course resulting in a critical analysis of the literature regarding a specific intervention in social work practice. SW 716 and SW 726 provided students with an understanding of the importance of research knowledge and skills, knowledge of qualitative and quantitative research designs, statistical procedures for quantitative data analysis, and ethical considerations in research, culminating in the development of a research proposal. Other courses in both the foundational and concentration curricula provide knowledge and skills regarding policy, direct and generalist practice, human behavior and the social environment, and management and community practice. SW 795 is designed to complete the MSW educational curriculum by focusing students on the completion of a critical analysis of the literature regarding a specific intervention in social work practice.

COURSE RATIONALE

Social work professionals must be able to assess new knowledge and undertake research for the advancement of their practice as well as the best practices of the social work profession. Based on the knowledge and skills gained from the MSW curriculum, students will use the opportunity of this course to critically analyze the literature regarding a specific intervention important to social work practice. Ideally, at the completion of the critical analysis, the paper will be ready for submission to a refereed journal.

PROGRAM COMPETENCIES

The program competencies for the BSW Program flow from the mission, goals, and objectives of the School of Social Work and reflect the standards of the Council on Social Work Education (CSWE)—Educational Policy and Accreditation Standards (EPAS):

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic and environmental justice.

4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

COURSE COMPETENCIES AND PRACTICE BEHAVIORS

The Capstone Seminar, SW 795, is the capstone experience of the MSW program, meeting the requirement of the Graduate College for a final requirement integrating the course work of the graduate degree. The seminar course material and the development of the critical analysis will allow students the opportunity to achieve the following competency:

Competency #4: Engage in research-informed practice and practice-informed research.

Practice Behavior: Use research skills to critically analyze a specific intervention related to social work practice, including the limitations and critiques of current evidence-based practice.

Measure: Critical analysis of a social work intervention.

PRE-REQUISITES

The Capstone Seminar is to be taken in the concentration year of the curriculum, after completion of the foundation core courses: SW 701, 703, 715, 716, 719, 720, 726, 729, and 730.

COURSE REQUIREMENTS

Participation:

- Attendance is expected for seminars, with active participation in all discussions and individual meetings with the instructor.
- You are required to check WebCampus at least weekly.
- Selected intervention (preferably in the student's concentration area) and strategic plan for the semester need to be submitted on WebCampus for instructor approval; the strategic plan should indicate deadlines for completion of each section of your work. This document may be amended as needed during the semester.
- Remember that the rule of thumb for course work is 2 hours of work outside of class for every hour of credit given. Since this is a 3-credit course, this should mean planning for 5-6 hours a week for the completion of the critical analysis.

Critical analysis: Students will complete a critical analysis of a specific intervention important to social work practice. Paper should be 25-30 pages in length with at least 20-25 refereed journal articles under review/critique; APA (6th Ed.). Submission of the manuscript for publication is the ideal outcome for the paper, and the process to do so may be discussed as a course topic.

- I. Introduction
 - a. What is the intervention?
 - b. Why is it important to social work practice?
 - c. How are you going to address the analysis of the intervention in this paper?
- II. Critical analysis of the literature
 - a. What literature did you analyze?
 - b. Considerations of historical developments in the intervention and research.
 - c. Discussion of the methodological strategies previously made to answer the questions or solve the problems significant to the intervention
 - d. Current status of knowledge of the intervention
 - e. Analysis of the findings of the researchers; discussions of how they have conflicted and/or agreed with each other
- III. Conclusion
 - a. Summary critique of knowledge
 - b. Implications for the social work profession
 - i. Practice
 - ii. Policy
 - iii. Education
 - iv. Research

Evaluation:

All work is expected to meet academic standards, following APA format (6th ed.).

95-100	A	73-76	C
90-94	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	<60	F

UNLV POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using

the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

There is to be no use of laptops, cell phones, or any other audio/visual/electronic technologies by students during class periods without specific approval by the instructor. Also, per NSHE policy, there is to be no audio/videotaping in the classroom without instructor approval or accommodations determined by the Disability Resource Center.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, #702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

ETHICAL GUIDELINES AND PROFESSIONAL BEHAVIOR

Professional social work education is an opportunity to learn, practice, and teach the professional principles necessary for ethical social work practice. You are expected to be on time for class, and

come prepared to enhance the class discussion. You need to be prepared to engage in respectful and thoughtful discussions in class, deepening and broadening your repertoire of knowledge and skills in the interaction with others with different perspectives. Although our discussions sometimes necessarily involve our own experiences, please remember that the class situation is not a professional setting in regard to confidentiality.

RECOMMENDED TEXTS

There is no required text for this course. The recommended texts for the course include a bolded citation of the primary recommendation:

Galvan, J. L. (2012). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5th Ed.). Glendale, CA: Pycszak Publishing.

Ling Pan, M. (2004). *Preparing literature reviews: Qualitative and quantitative approaches* (2nd Ed.). Glendale, CA: Pycszak Publishing.

Pycszak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4th Ed.). Glendale, CA: Pycszak Publishing.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

COURSE SCHEDULE

This course involves seminars for discussing topics related to the development of a critical analysis of the literature regarding a specific intervention important to social work practice.

Session 1...May 20th

Introduction. Capstone requirements and expectations.

Reading: Syllabus.

Critical analysis/systematic review of the literature

Selection of intervention: DP/MCP Concentrations

Strategic plan

Session 2...June 3rd

(2:30-3:45)...Library workshop...Pioche Room, Lied Library...Susie Skarl,
Greenspun College of Urban Affairs Librarian

Session 3...June 17th

Reading: Galvan, J.L. (2013). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5th Ed.). Glendale, CA: Pycszak Publishing. Chapters 3-4 (on WebCampus)

DUE: Selected intervention and strategic plan (hard copy & WebCampus submission)

Session 4...July 22nd

Writing workshop/seminar. Readings, topics, discussion as needed. [Not mandatory].

Session 5...August 12th

Capstone wrap-up

Presentation of findings

DUE: Critical analysis (hard copy in class as well as WebCampus submission)

Individual consultation:

In addition to seminar meetings as scheduled, students are expected to meet with the instructor at least monthly and more often as needed. To arrange an appointment, please send me a message on WebCampus.

Bibliography

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- Bloom, M., Fischer, J., & Orme, J.G. (1999). *Evaluating Practice: Guidelines for the accountable professional*. Needham Heights, MA: Allyn & Bacon.
- Brown, K.W., Cozby, P.C., Kee, D.W., & Worden, P.E. (1999). *Research methods in human development*. Mountain View, CA: Mayfield Publishing Company.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks: Sage Publications.
- Epstein, W. M. (2000). Critical Analyses. In B. Thyer (Ed.), *The handbook of social work research methods*. Athens, GA: Sage Publications.
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- Healey, J.F. (1999). *Statistics: A tool for social research*. Belmont, CA: Wadsworth Publishing Company.
- Hinds, C. (2002). Gay, lesbian and bi-sexual youth and suicidality.
- Kurtz, N.R. (1999). *Statistical analysis for the social sciences*. Needham Heights, MA: Allyn & Bacon.

- Levin, J., & Fox, J. (2000). *Elementary statistics in social research*. New York: Harper Collins Publishers.
- Locke, L.F., Spirduso, W.W., and Silverman, S.J. (2007). *Proposals that work: A guide to planning dissertations and grant proposals* (5th Ed.). Newbury Park, CA: Sage.
- Monette, D.R., Sullivan, T.J., & DeJong, C.R. (1994). *Applied social research: Tools for human services*. Fort Worth: Harcourt Brace College Publishers.
- Patton, M. Q. (1997). *Utilization-focused evaluation*. Thousand Oaks, CA: Sage.
- Pyrczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4th ed.). Glendale, CA: Pyrczak Publishing.
- Royse, D., Thyer, B.A., Padgett, D.K., & Logan, T.K. (2001). *Program evaluation: An introduction*. Belmont, CA: Wadsworth.
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- Rudestam, K. E. & Newton, R. R. (1992). *Surviving your dissertation: A comprehensive guide to content and process*. Newbury Park, CA: Sage.
- Sherman, M. (2003). Impact of parental alcoholism on the cognitive and behavioral functioning of children.
- Silverman, D. (2001). *Interpreting qualitative data*. Thousand Oaks, CA: Sage Publications.
- Sommer, B., & Sommer, R. (1997). *A practical guide to behavioral research: Tools and techniques*. New York: Oxford University Press, Inc.
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